

AMERICAN JOURNAL OF EDUCATION - DIRECTORY.



UNIVERSAL EDUCATION - THE SAFETY OF A REPUBLIC.

VOL. XIII. February, 1880.

ST. LOUIS, FEB., 1880.

No. 2.

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VOL. XIII.

ST. LOUIS, FEB., 1880.

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Printed for the Editors, by G. S. BOUTON, and  
Entered at the postoffice at St. Louis, Mo.,  
and admitted for transmission through the mails  
at second-class rates."

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WHEN you put one fact, or ten, or a thousand into print, you put tens of thousands in possession of it—who, but for this, would have stumbled on, perhaps all their life long, in weakness.

Then too, when the tens of thousands have read your fact or statement in the printed page—it stands to reinforce them again and again until they make it their own.

Circulate the facts by circulating the printed page.

SECTION 7031 of the Missouri school law very distinctly defines the powers and duties of the annual school meeting, which is to be held on the first Tuesday in April, and the chairman should use that section as the order of business, and confine everything to that order until it is gone through with, after which any miscellaneous matter can come up.

Under the fourth subdivision the meeting must first vote whether they will increase the term of school over four months, which ought to be done in almost all cases, then, on the number of months of increase; third, on ordering the board to increase the tax levy over 40 cents on the \$100.

The limitation is now by a constitutional provision, 65 cents instead of one dollar—a fact which must be borne in mind.

A late issue of the St. Louis *Daily Times* sounds the key-note of both warning and relief when it says that "a higher intelligence must be sought by the laboring masses, to the end that one part of the people may not be played against another, and the whole thus neutralized and led captive by grasping, vigilant, able monopolies, now grown to a most dangerous power in this new land."

Our schools will give to the laboring masses this "higher intelligence" so much needed.

THE annual meetings of each school district are to be held on the first Tuesday in April, in Missouri. See Sec. 7029 of the new school law. Sections 7059 and 7061 show how the time of the schools may be increased over three months.

Every teacher as well as every parent should study these provisions of the law carefully.

The people of Missouri, as well as every other State, need more than three months school in the year, else look out for both poor legislation and heavy taxation.

ARE you all ready for the annual school meetings? Do you know the provisions of the new school law?

Those instructions to school officials and teachers on the management of school matters, as required of the State Superintendent by section 7138 of the new school law, are very important to the school interests of Missouri.

Every teacher, as well as every school officer should become familiar with them.

Sec. 7050, page 41 of the School Laws of the State of Missouri, and pages 42, 43, 44 and 45, are all important, containing provisions for making "estimates" to maintain the schools, pay teachers, and other indebtedness.

These provisions of the law should

be carefully studied by both teachers and school officers. A four months school only, is very nearly a waste of both time and money.

If salaries ever should be ample, it is in the profession of school teaching.

If there is one place where we ought to induce people to make their profession a life business, it is in the teaching of schools.

Do we pay such salaries as to make it an object for people to make teaching a "life-business?"

How about "estimates" for the next school year?

Have they been talked over and agreed upon? Are they so liberal as to secure a good teacher, and to continue the school six or eight months?

Important matters, these, to the people and the pupils.

In the admirable "instructions to school officers" which accompany the new school law, just issued by the State Superintendent, Dr. Shannon makes the following statement:

"If the citizens, especially the school officers, would remember the sources of income to the permanent school funds which the constitution and statutes have provided, and manifest an interest in local school affairs by exercising a watchful care over the collection and proper application of fines, forfeitures, penalties, sales of estrays, etc., there would be a wonderful improvement in the character of our public schools in a short time, and in a few years, local taxation for school purposes would become so small, in a majority of our counties, as to be almost inappreciable."

Let us look after our own interests, and secure and preserve that which belongs to us, and which our children sadly need."

Do the schools in your county get all the money they are entitled to now from these sources?



J. B. MERWIN, Managing Editor.  
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"TAXPAYER," on page 6, has something to say about "High Schools" that is not only worth reading, but worth repeating. He gets down to the foundation principles of public school education.

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**BOOMING!**

THERE is no other word that will quite so well express the feeling of educators in this State to-day as this.

We are booming.

Schools are crowded to their fullest capacity.

Pupils in many places go voluntarily to recitation at 7 o'clock A. M.

Teachers find it impossible to get through with all the work they have to do in the hours allotted to school time.

Institutes are more largely attended by both the people and the teachers. In

**MISSOURI**

the several Conventions held last month were mass meetings.

In Southeast Missouri, Prof. Dutcher and his able corps of assistant teachers, together with the pupils inside and outside of the Normal School, have already revolutionized that section of the State.

Other strong teachers have been invited in to supply the growing demand for more competent instructors.

The Convention held at

**CHARLESTON**

was a boom.

The largest hall in this thriving, growing city was well filled at the day and night sessions. Especially the evening sessions. Good music, good cheer, a cordial welcome, appreciative and enthusiastic audiences were the leading characteristics of these meetings.

Southwest Missouri sends up a good report also, but the fact is,

**DRURY COLLEGE**

is a light set upon the hill-tops of the Ozark Mountains, and it shines so steadily and lustrously withal, that thousands of homes in Missouri, Arkansas, Southern Kansas and over into the Indian Territory, feel the glow, and warmth and power it exerts.

It is doing a far-reaching and most beneficent work; training not only a host of pupils, but scores of teachers who go out strong, well-drilled, enthusiastic workers, helping in all directions to build up better homes, better schools, better churches, and a vastly more intelligent people.

They co-operate with all others fully: public schools, private schools, academies and keep up a unity and cordiality of feeling and purpose which exalts it at once as the leading educational power in the

**SOUTHWEST.**

With President Baldwin and his five or six hundred trained students who are and have been at the Kirksville

**NORMAL SCHOOL,**

the Northeastern part of the State is "booming" on as never before, and the people too join in this new spirit.

That Normal School at Kirksville has added to the wealth, and intelligence, and material interests of this State more than ten-fold its cost, and every part of this great commonwealth feels the beneficial influence of this school. Its teachers are scattered

all through the West and South, and some have gone to foreign lands to teach, a power and blessing to the whole world.

Hill and Drake and a host of workers in the

**NORTHWEST**

are keeping up a boom in the strong, growing, progressive country of Northwest Missouri.

St. Joseph, Kansas City, Warrensburg, Sedalia, Mexico, Hannibal, Columbia, Fulton, Salem, Carthage, and a hundred and more of other places keep up the boom.

The private schools, the public schools, the people, all feel the new life of the new and the "good times—not coming, but already come!"

**NOTES OF PROGRESS.**

**PARTS** of a great host are we, all of us, who work in this field of educating the people.

All allied in work, sympathy and interest.

Every good school strengthens and vitalizes and makes powerful every other.

Every good teacher, broadly cultured, sweet, earnest and strong, strengthens the whole fraternity and exalts and ennobles all others.

When we meet not one can afford to miss the strength and inspiration generated by the gathering.

In council, better plans are devised, better methods suggested, and each return to their work wiser, abler and stronger for imparting the results of their study, experiments and growths to others.

**KANSAS**

is all ablaze with enthusiasm gathered at the meetings attended by over six thousand teachers out of a force of six thousand five hundred or thereabouts.

**IOWA**

too, gained vastly in power, momentum and enthusiasm by the well conducted and largely attended series of Institutes.

Evening lectures were given, greatly interesting the people and instructing them as well. Good music was furnished, the largest places in cities and towns were filled to overflowing by those gathered to see and hear what was being done and what better thing it was proposed should be done to educate the children.

**ILLINOIS**

has been holding more of these educational meetings the last year than ever before.

Everywhere they have been well attended and a new interest has been awakened among the people in the work our teachers are doing.

Tax-payers begin to see as they have never done before, the real worth and wealth of mind power, and they are more willing to raise the money necessary to secure the best teachers and to retain those who have been tested.

A great good has thus been accomplished in making the position of the teacher more permanent as well as insuring better compensation.

**WISCONSIN**

has also taken a step in advance the past season in the number and quality and attendance upon the Institutes held.

The ablest men in the State and outside of it have been secured, not only to conduct the exercises during the day, but to address the people in the evening.

The papers have reported these addresses fully, sending the strong words, the solid facts, the splendid illustrations, the unanswerable arguments to tens of thousands who were unable to be present in person, but convincing them that money expended to educate the people was an investment that paid a large dividend in the right direction.

**MISSISSIPPI**

too, the last year, held a number of these gatherings at many of the principal centers of influence in the State, and the testimony is universal and unanimous as to the great advantage gained to the cause of education.

We are told by those in attendance and competent to judge, that at some of these Institutes the conductors created such an interest and enthusiasm as that audiences of the people were held *hours* spellbound, and they are not only ready and willing, but anxious to levy taxes and raise all the money necessary to sustain good schools six, eight and ten months.

Of course, no teacher who means to keep up with the times, who means to do the most and the best work; who means to be a *real help*, a real power, can afford to miss one of these grand gatherings, and they will not, when it is at all practical for them to be present.

**TENNESSEE**

throughout the length and breadth of the State, has been aroused to a sense of the value and importance of the work done by the teachers to an extent never known before. People travel one and two days at great expense to be present at the

**INSTITUTES**

to gather facts, to listen to arguments, to get new and better methods, and go home and kindle a new interest along the valleys and on the hill-sides and in the homes of the people.

Hon. Leon Trousdale, the able and faithful State Superintendent of Public Schools, although suffering from ill health, has done a heroic work, and he has been most ably assisted by strong men in all parts of the State.

Help has been secured outside the State to some extent, and some of the most effective popular addresses have been delivered in Tennessee the last year on popular education, that have ever been written in the country.

**ARKANSAS AND TEXAS**

have inaugurated the same kind of action with similar results.

When the people come to understand fully the design and work and scope of the school system—what it will do for the masses—what it is even now doing—imperfect as it is in administration and limited in its

power—for the want of better legislation, opposition fades away, and they vote money cheerfully and promptly to sustain schools eight and ten months in the year.

So that, if our teachers will use the "printed page" to keep the tax payers informed of the value of the work they are doing they will speedily do away with opposition and unite all the forces of society in this great and patriotic duty of education.

Let our teachers everywhere feel that they are not isolated and alone, that they are part of a great host, bearing along and aloft the banner of progress, helping, new creating, inspiring and redeeming the people.

**CAN WE GET THEM?**

**E**VERYWHERE the cry is for more competent teachers. There is only one way to secure this great desideratum and that is to *pay* for ability and experience in this department of labor what it is worth.

Supt. Neely, who has been so long the efficient Superintendent of schools in St. Joseph, Mo., speaks from large observation and long experience, of the absolute necessity of

**TRAINED TEACHERS**

if we would make the schools a success. He says:

"If it is important that we have good school houses, and that those houses should be furnished with comfortable seats, outline maps, charts, reference books, abundance of blackboard surface and apparatus for primary school instruction, it is still more important, nay it is an absolute necessity, that we have teachers thoroughly trained for their work."

Teaching is a science; it is also an art, and must be learned, either by experience, or by study in some good training school. A young girl in her teens, with her character and habits yet unformed, with no practical knowledge of child nature, who has not learned, either by experience or observation or study, the best methods of cultivating either the intellect or the heart or the manners of a child, who does not know how to organize classes or to keep children interested in their work, who has not yet learned in the practical school of life, to govern even herself is not qualified to govern and teach others. The school room is no place in which to try "a 'prentice hand," unless it be under the supervision and criticism of a competent teacher.

I know that it is hard for Boards of education to resist the pressure brought to bear upon them by the parents and friends of graduates of high schools seeking positions as teachers immediately after their graduation.

**WISER VIEWS,**

however, are beginning to prevail on this subject in many localities, and the public are beginning to understand that we must have better work in our schools, and that to secure better work, we must have teachers better prepared for their work.

In some cities no person who has not previously taught, is eligible to appointment, who has not taken a thorough course in some good

**TRAINING SCHOOL,** and the appointment even then is not absolute but conditional, and contingent on success. We have suffered greatly from the want of well-trained teachers. The graduates of our high school have generally proved successful teachers after they have gained experience, but no one knows better than themselves, that they could have done far more skillful and efficient work at the beginning of their career, if they could have attended, for a year at least after graduating, a training school for teachers. I hope that such a school may yet be established in our own city.

#### HOW TO DO IT.

**PROF. W. R. HALL**, of Smyrna, N. Y., in an article read before the Chenango Teachers' Association illustrates his method of teaching mathematics in a very practical sort of way, as follows:

"Under the head of **TAXES**, much valuable work for the pupils may be gleaned from the assessment roll of the town. How many of the pupils have any definite idea of that? The total tax, and the items which compose it. This will also be new to most. From these the rate of taxation is to be found: then give them their fathers' assessments to find their taxes.

This is real work for

**PROSPECTIVE TAX-PAYERS.** The necessary facts may be obtained by borrowing a last year's assessment roll, or if unable to do that, ten minutes work with a pencil will put you in possession of them. Of course during this recitation the duties of assessors and collectors are discussed."

He also makes a good

#### POINT ON LONGITUDE.

"When in the Longitude and Time division, let the pupils bring their geographies into the arithmetic class, and after finding the longitude of their own locality, have them compute the difference in time between it and other places—which really amounts to having them make their own examples. Many will be surprised to learn that when they are commencing work in the morning, the English school children are through their forenoon's lessons, have had their nooning, and are well advanced in the afternoon's exercises."

Another is made on

#### GEOGRAPHY.

"In Geography, perhaps more than in any other branch, is this kind of work entertaining and profitable. It seems to me a good plan during the recitation on each State, to take up some point pertinent to the lesson but outside the regular text-book questions, and discuss it with the class.

For example, while studying New York, mention of the salt springs at Syracuse will give occasion for a very interesting digression concerning the

cause and nature of this deposit; how the brine is obtained; the process of manufacture; and the amount produced annually.

**IN PENNSYLVANIA**, coal naturally presents itself as a topic to be canvassed. Is it a mineral? How came it there? The difference between anthracite and bituminous coal. How obtained, and the quantity used annually.

**IN NORTH CAROLINA**, the production of tar and rosin claim attention, and there are few classes that will not be interested in a description of how tar is obtained. Rice in South Carolina, and cotton in Mississippi, each with its varieties and mode of culture, will be subjects worthy of careful consideration. As will sugar in Louisiana, oysters in Maryland, the fisheries in Massachusetts, copper in Michigan, and ships in Maine.

So in nearly

**EVERY STATE** there is some one industry in which that State excels, and which distinguishes it from other States. Now it seems to me if that be made the prominent distinct feature, about which the other facts may be grouped, the minds of the pupils will be more permanently impressed, and they will have clearer ideas concerning individual States or countries, for this applies with equal force to the divisions of the old world. But the good effect of this plan does not stop here. Indeed, its most important result is that it makes the learners inquirers. In the early part of my teaching I recognized the fact that the pupils did not ask questions enough, for it is true of all persons, and especially true of children, that they will make inquiries about things of interest to them.

Since adopting this plan there has been less cause for complaint on that score. Every pupil ought to be an animated interrogation point. It is a sign of healthy activity of mind. Not that the teacher should be made a slave to their questions. He will answer enough to keep up the scholars' interest, and to be sure they are on the

#### RIGHT TRACK.

then he will send them to printed authorities, where they may find satisfactory answers to their interrogatories. Thus a double benefit is brought about; the teacher retains control and direction of the children's minds, and at the same time teaches them self-reliance."

**IS THE EDUCATIONAL WEEKLY** aware of the awful fact that in giving place to the following proper, sensible, and highly necessary statement, it is not following in the beaten track of the "technical" rules of educational journals? Let that "shellal man" prepare to do penance.

"A school house properly located, arranged, lighted, and ventilated, is a powerful factor in the education of every child. While we grant all that may be reasonably claimed for the influence of the architecture upon aesthetic culture, we must still insist upon the paramount importance of providing for the building up of the body and the preservation of that without which all else is vain, good health."

#### AN IMPORTANT QUESTION.

**A**N intelligent correspondent of the *Chronicle* at New Madrid, Mo., asks the following important question—a question as important to each one of the nearly ten thousand school districts in Missouri as to the local district in New Madrid:

"Will your district receive its *pro rata* of the school fund this year?

"Every school director knows, or should know that no district which has failed to provide for its pupils at least a three months' public school during the year, is entitled to any part of the State school fund.

"This law, while it justly punishes the derelict districts, operates to the benefit of those schools which are kept up, as the State fund is distributed, it should be remembered, among the various counties according to the

#### ENUMERATION RETURNS,

and without reference to the condition of the schools. Thus the money which should go to *all* the districts in the county, is distributed among those only in which schools are continued during the required three months.

"Whenever any district has thus, through negligence or

#### MISMANAGEMENT

forfeited its claim to State funds, there remains but one recourse, i. e., sufficient tax to enable it to comply with the inexorable and certainly laudable three months' term requirement.

"And note also, that while you may lose your fair *pro rata* of the State funds, you can in no manner avoid the State tax for school purposes, and you may thus find yourself paying a special tax for your own schools and the regular tax for your more business-like and watchful neighbors.

"Look to it, therefore, that your

#### SCHOOL OFFICERS

attend to their plain duty in this matter; for, be assured, those districts which have sufficient energy to keep up their schools, will certainly claim their share of your forfeited funds.

"If this were merely a matter of dollars and cents, between man and man, we could have no concern in it, but when the means supplied by the State for the benefit of our youth, is lost to them through negligence, that negligence amounts to a crime—robbery.

"Allowing indifference here is sowing the wind, and we may expect to reap the whirlwind of ignorance, error and crime."

**WHEN THE FIRST NAPOLEON** was asked at St. Helena how France might be regenerated, his answer was, "by educating the mothers of France."

A new movement has just been inaugurated in France in which a special national system of instruction for girls has been provided for, and the large increase in the estimates for Public Instruction from 24,000,000 francs in 1876 to 90,000,000 francs for 1880.

**EDUCATION PAYS. IGNORANCE COSTS.**

#### ON TIME.

**T**HEN we are sure, and safe, on a railroad, in business, at meals, prompt to meet all engagements insures success.

Our schools train, or ought to, to promptness and regularity always, and this habit of being on time will be invaluable in all the business and social life of the pupil.

The school board in Richmond, Ray county, moved in the right direction the other day in adopting a formal resolution bearing directly on this point. We hope it may incite others to do the same thing wherever the necessity may exist. Is it needed in *your* school? This is the way they state the case:

"Resolved 1st, That this Board regard *irregular attendance* at school as a crying abuse of educational privileges, a bar to progress, a habit that cheats the child out of advantages provided by a generous public. A habit that causes the pupil to estimate too lightly the value of time and the loss of standing in his class while he proves an incubus retarding the advancement of his classmates. An evil, alike subversive of good order and discipline."

And they might have added, with truth, that *if persisted in* the individual will be a *failure* in all the future!

**OUR TEACHERS** are doing a vast amount of good work this term—more than ever before—because there is more to be done. They *know how* to teach much better, and the pupils themselves begin to realize the value and importance of what is being taught.

Would it not be well to have quite frequently some exercise by which the pupils and the teachers may test the practical value of the branches pursued? In fact, in connection with the lesson and at the time, if a series of questions were asked bearing upon the points involved in the lesson, it would give both the teacher and the pupils an insight into the subject, and then and there it would be ascertained whether the *vital* thing in every lesson, a perfect understanding of the subject, as it had been pursued, had been gained.

Lay your foundation solid, and the temple when reared will stand erect.

If our teachers are wise—and they certainly are growing wiser and stronger and better—they will see to it that the "*printed page*," carrying argument, persuasion and *facts* which ripen into conviction, is circulated continuously among the patrons and tax-payers.

Trouble and hindrance come from lack of knowledge.

Intelligent well posted people sustain the teachers in their work of instruction and discipline.

Circulate the *printed page* among the people.

**INTELLIGENCE PAYS—IGNORANCE COSTS.**

## NOT A FAILURE.

Editors American Journal of Education:

**T**HE December *Atlantic* devotes its educational column to the suggestion that the public schools have proved a failure, and to inculcating the lesson that the Boston experiment of sewing schools is a move in the right directions.

The *Atlantic* starts with the assumption that public schools are for tradespeople and mechanics alone, and that the public schools furnish more than their due proportion of poor clerks, who under other training would have made good workmen.

The fallacies in such statements are equal in number to the statements themselves.

## NOT A CHARITY.

In the first place the assumption that the public schools are intended solely as a necessary, inevitable, but enforced charity, has for years been proclaimed by Eastern writers as a peculiarly Southern doctrine; no one who has labored for the establishment, improvement or perpetuation of our school system has ever failed to combat this idea.

To those interested in public schools this idea has seemed pernicious because in the first place schools maintained in this spirit have never accomplished anything of value, and because even in Europe the experiment of "Ragged Schools" is looked upon as a costly failure.

In the second place those most warmly and intelligently interested in the public schools have always claimed that the aid of the State rested upon a sense of its own interests, and that these could not be furthered unless the schools were schools for all, without distinction of sex or social position; that any other procedure would be rank communism.

To be public schools the schools must gather within their walls the children of citizens without reference to social caste; must regulate their courses of study by the wants of the community and not by the preferences of any class whether this was composed of nabobs or mechanics; must confine themselves to such work in extent and quality as will be valuable to the children as children, and not to the children as representing any special set.

But assuming that the public schools were to change their public character and become the means for furnishing technical instruction for special classes of workmen—an assumption which would at once rob them of any claim upon the property of the whole community, and which would simply insure their destruction by making them the prize of whatever class might succeed in getting possession of them—it is still a fallacy to claim that a purely manual training will make intelligent workmen; for, as the ablest advocates of training schools readily admit, there must be an intelligent mind to lay out work for the hand; manual skill is attainable only in connection with intelligence to guide the hand.

The assumption that the public schools do make poor clerks, or clerks at all, is unsupported by facts. In the country this is noticeably untrue, and even in the cities and small towns it is demonstrably contrary to fact.

## AN INVESTIGATION.

In 1874 an investigation was made into the occupations of twelve hundred boys who had at one time or another been pupils in the St. Louis High School. Five hundred and fifty of these were not found, as no means for the canvass were furnished other than the scanty leisure and personal knowledge of the Principal, and yet for the classification of the six hundred and fifty boys accounted for there were required one hundred and seven classes.

The significance of this report will be manifest when these facts are remembered:

1. The period examined extends from the foundation of the school in 1854 to 1874, or twenty years.

2. The ages of the pupils therefore ranged from fifteen to thirty-five, with the larger number of the lesser age because the growth of the school in size took place in the later years.

3. That a large number of these younger boys have not yet had time to show whether they are to remain "clerks"—a term that seems to be used with quite unnecessary scorn in a country where business men have all been "clerks," and which owes the greater part of its prosperous history to men who have been "clerks."

4. That of the five hundred and fifty not accounted for the majority are not "clerks," and therefore not so easy to find as those who by advantages of family or calling come more quickly and more constantly into view.

5. That St. Louis is a commercial center, and that it ought therefore to have the majority of its boys enter upon a business life.

6. That it is probable that the proportions in the High School do not fairly represent the Grammar Schools, partly because those who accept the position of the *Atlantic Monthly* discourage the secondary education of working people; and partly because the working people themselves sometimes have no proper estimate of the value of an education, since they expect each of the school studies to be directly used in active life, and therefore cannot see what the study of history, for example, has to do with the work of a foundry man.

## THE RESULT.

Taking then the experience of St. Louis, which is strictly a commercial city—emphatically a manufacturing city—which is a young city, and, in the eyes of the East still worse a Western city—we find that the pupils as a body do not become poor clerks, or clerks at all; that those who have attained sufficient maturity of age have become merchants, manufacturers, judges, public officers, "boss workmen;" that but 185 of the 1200 are "clerks;" that 40 of 650 are known to be successful mechanics; that it is

safe to challenge any one to show that any considerable proportion of the boys who have been in the High School are not to-day earning their living, and by their reliability as citizens disproving slanders so readily charged upon the public schools.

But evidence stronger than this is found by inquiry among the boys who at some time between 1854 and 1874 were pupils in the High School.

They, as well as others, find that they have not been damaged by their public school education; that looking upon their school education in the light of the experiences of their active life, they would not exchange their school work for special training; that in competing with these more highly favored sons of earth who were never injured in their intellect, they do not find that the others carry off the prizes of life whether there be pecuniary emoluments or the more costly possession of respect in the community which forms their home.

For our part we should claim that public schools have no right to exist at all so soon as they become a provision for the proletariat instead of a provision for the community.

## AMPLE RETURNS.

We should claim that the State has no more interest in educating foundrymen and sewing girls than in educating ministers and lawyers, as such; but that it shall have every interest in educating citizens who shall have the desire and the ability to be industrious, intelligent and self-supporting, and that the State is to-day receiving more than ample returns for its investment notwithstanding the fact that the problem of public education is being worked out under disadvantages.

Perversions of the proper end of public education, and ignorance of many that means are not ends; failure to perceive that it is the business of the educator to suggest the proper means, and of the community to determine upon and to test the results; the opposition of such as do not accept as the end of public education the provision for an education of citizens without reference to calling; the opposition of all who have personal interests which are in conflict with public schools and of such as have no means of knowing the groundlessness of the charges freely circulated but impossible to maintain; these are disadvantages against which the advocates of public instruction must expect to contend.

But should those who regard education as the innocent diversion of such as do not "belong to the masses" succeed in making our schools schools for workmen instead of schools for the community, none sooner than they will complain of the gulf which they have made between the learned and the unlearned.

None sooner than the "educated classes" will complain if the "masses" are taught to contemn elementary education because persuaded that education has its sole or its chief value in enabling one more skillfully

to minister to the wants of his "social superiors," who have one measure for themselves and another "for the masses;" who forget that a sound education is valuable to one in any employment, and who despite their claims as critics of educational methods and of educational results give no evidence in their own lives of the beliefs which they would inculcate upon others.

Poor indeed is the hope for our future if men are to confound education with social classes and so emphasize in the future as in some periods of the past that disruption of thought and action which some Greeks considered alone worthy of a philosopher.

## A TAX-PAYER.

## AUXILIARIES.

Editors Journal:

**T**HE weakest links to be found in the chain of our national school system, are in the rural districts. Here the schools are seldom visited by either parents or officers, divested, in a great many instances of both, beauty and comfort being subject to transient teachers, remote from libraries, removed from lectures, isolated from literary societies and educational papers. It is here that the educational interests are at stake, where the safety of the nation is in the hands of ignorant children and indifferent parents and hireling school teachers!

There must be ways and means invented, and auxiliaries applied, to elevate these depressions, educational facilities must be strengthened, educational forces must be increased and concentrated; the mental focus needs to be thrown upon these weak spots.

School report cards are the most effective auxiliaries in raising the ambition of pupils, parents thereby are also brought into close connection with the school.

A majority of students misconceive the object of study, supposing that recitation is the substance and retention the shadow! To reverse this opinion and secure solid application to principles, instead of superficial study of books, it may be necessary to practice rigid weekly oral reviews, and written monthly examinations.

These departures invariably teach children not to "leave things of the future to fate." Let the final examination be a trial for teachers' certificates, this will imbue them with the loftiest ideas, in this way you may induce school officers to attend, at least the county superintendent, the last day.

The purport of our national educational system is not merely to establish a school, but to establish popular sovereignty as well. Boys and girls are kings and queens in the inevitable future, the halls of legislation and senate chambers are open to them and they will be what they make themselves.

The school lyceum will qualify them for the arena of public action, aye, is the rostrum to the rising generation. Orations, essays, declama-

tions, debates and lectures, all possess a centripetal power that will unite the purposes of any Christianized or civilized community by thus concentrating the latent and lively talent, we can resuscitate society, and make an exposition of our school, and the beauty and power of wisdom.

We must not omit the product of the press. Educational papers contribute more to the weal of the world than the combined political and sectarian publications. So, teachers, circulate the exponent of your profession. You will find the AMERICAN JOURNAL OF EDUCATION a sure chart to SUCCESS.

MEDORA, III.

### HOW?

BY ANNA C. BRACKETT.

THE answer which a pupil gives a teacher in recitation does not express method but result. The answer may happen to be correct, and yet the method of arriving at it may have been entirely wrong. This is often true in arithmetic. In a translation lesson also, the pupil may make a good appearance, and yet his whole method of working may have been radically wrong.

Well-meaning but unreflecting parents often help their children in their translation lessons by putting together for them the words, the meanings of which the child has looked out and written down. Of course nothing could be more absurd than this. For what possible mental growth can come to any one by laboriously hunting out meanings of words from a dictionary? To acquire a vocabulary of a foreign language, or of our own, is certainly necessary if we have to use it, but to acquire a lot of synonyms, each corresponding couple being distinct from any relation to other words, is an exercise of almost no value.

It is a mere difference of quantity, not quality of mind, between a parent and a child who does this. A parent can easily be taught to say "hand" when we say *manus*, and "see" when we say *videre*.

If the child can learn more couples of words than the parent can, it simply follows that he has more associative faculty than the parent, but not that he has any more reasoning faculty. Now if in preparing a translation lesson, the pupil begins, as eight out of ten do, unless they have been better taught, by looking out the meanings of the words in the order in which they come in the sentence, and then tries afterwards to see in what possible way these words will make sense, his translation lesson is doing him no good.

And the reason why so many college-educated men declare that the time they spent over their Latin and Greek in college, and in preparation for it, was worse than wasted, is, that much of that work was done in that way.

The colleges are very apt to complain of the kind of work done in the

lower grades of schools. But after all, is it not the colleges that are responsible? Do they not set the standard of teaching? Do not the other schools tune their work up to the pitch of the college?

Whose fault would it be, supposing that Harvard and Yale were to set before their students no examples of really good teaching? Supposing that the students in these institutions were brought into contact with learned men, as professors and well-informed men or tutors, but that neither the professors nor the tutors were teachers. And by teachers I mean those who concern themselves more with the *How* of the student's work than with the results; more with the road by which he has come than with the point which he has reached. Supposing, then, that they had no real *teachers*, what kind of teachers are the students to make who go out from these institutions and work for two or three years as principals of High or Grammar Schools, not because they mean to make a success as teachers, but because they want some money to help them on the road to Medicine, Law or Theology?

Nothing is more shameful to the schools of the country than the short terms of teaching of the men engaged in the work. They take up the work as a means, not as an end. They, following the example of the colleges from which they came, do not teach, but "hear lessons." They hold the position of Principals of High or Grammar Schools. What can be expected of the assistants down to the lowest room of the Primary school, but a willingness to accept results and a total neglect of the methods by which the pupil arrives at these results? Thence come struggles for percentages. Thence come exhibitions with all their shame. Thence come want of any thorough preparation of our boys and girls for practical work. Thence comes the great dissatisfaction of the public with results.

Now, if the public were all as wise in their dissatisfaction as C. F. Adams, Jr., and would not attempt to remedy the trouble themselves, but, confessing their own ignorance of the science of education, would put the matter into the hands of trained experts in that science, and not into the hands of fresh college graduates, they would find less fault in a short time.

But we charge the main failing in methods of teaching to the highest institutions in the land. The real trouble—for it is real—came from above, down, and not from below, up. The primary school teaching is defective because the college teaching is defective, and not the other way.

And when our colleges will begin to teach instead of lecturing or hearing recitations; when they will concern themselves more about the method of the student's work than about the dead results, then, and only then, shall we have anything worthy of the name of real teaching in the common schools of the land.

But meantime how many teachers will inquire into the methods of study of their pupils? How many seek to do something more in the recitation hour than just to demand results?

### The True Province of the Kindergarten.

BY WM. T. HARRIS.

THE intrinsic merits of the kindergarten training, and the devoted enthusiasm of its advocates, are likely to devise methods whereby it may become a part of the primary school system of every town and village. The "method of investigation" pervades the kindergarten instruction throughout. The best part of it, however, is not the mental training so much as the cultivation of skill in the use of the hand and the eye, and the training into habits of politeness and the conventionalities of life, and indeed what may be called morality. For morality begins in forming habits of regularity, punctuality, neatness, silence, observance of forms, self-restraint as regards one's own liking, and the preference of what is good and general for what is selfish or particular. The mathematical training in form and number, given previous to the culture in the arts of reading and writing, is excellent. The child comes from the kindergarten into the primary school with much beneficial training in good habits and strengthened character—ability to occupy itself in its own proper task without interference with others, or direction from the teacher, and more than all, with a reasoning, inquiring habit of mind: and all this without an overstrained cultivation of the intellect and memory, such as is wont to be produced in "infant schools," by giving the child instruction in reading and writing before his mind is mature enough to leave what is symbolic, and take up what has become purely conventional.

There are many attempts made to modify and improve primary instruction by the introduction of more or less of kindergarten methods. Sometimes it takes the form of an "Americanized" kindergarten, but more frequently that of a primary school kindergarten. These experiments will be of great value, if their results are carefully studied. The remark may be ventured, however, that there is a certain advantage in preserving the primary school as it is, so as to require strict discipline and book-study on the part of the pupil. The change most needed is to postpone the entrance to this strict primary school one year later in the life of the pupil, and give him one or two previous years in the kindergarten. Its freedom from strict constraint and its methods of instruction by the self-development of the pupil are indispensable for the child's first school years. But later should come strict obedience to discipline, perhaps external constraint and intellectual training into prescription, and even the mechanical use of memory; for the demands of life re-

quire such preparation. The spontaneity developed by the kindergarten training is very important for the development of individuality in the child; but the child cannot be considered as educated until he has acquired a habit of distinguishing duty from inclination, truth from fancy, and work from play, and until he has adopted as a principle of action that of ready obedience—that of yielding his neck to the yoke of the general interest, as indicated by the prescribed forms and conventionalities which mark out the convictions of the experience of the human race, practically and theoretically. For its yoke is the only one that is easy, and its burden the only light one. The yokelessness of caprice and arbitrariness is the illusive semblance of freedom. But it is a freedom from subordination to reason, purchased at the expense of thralldom to the bodily wants of food, clothing and shelter, which cannot be escaped. If each man is to provide for himself in these respects, he must be a Crusoe, and he will end by becoming a savage. If he will have this heavy burden of supplying his physical wants made light, he must share it with his fellow-men, and by division of labor increase the productivity of each member of society a hundred-fold, and make the whole earth tributary to each man, woman and child. Social combination, which renders all good possible to the individual man, however, has rules and laws which must be complied with by each member of it, and those rules and laws are essential to the existence of human combination. The child's education must have reference to this at all points of his career as a pupil. But the pressure of prescription must be adjusted so delicately that it will not crush out his individuality in his tender age (as it does in the educational systems of China and India, for example), nor lack sufficient force to secure conformity in his later youth (as it does too often in American private schools, self-styled "select," to attract the patronage of the wealthy).

AMONG the good things in the educational columns of the *Record*, Carrollton, Mo., we find the following

#### HINTS ON TEACHING.

Always develop the idea and then give the term.

Make every lesson practical.

In giving object lessons always have a supply of material on hand.

Illustrate gravity, weight, linear surface and solid measures, and all portions of Arithmetic practically.

Have words mispronounced in reading corrected by class.

Write sentences on board containing errors in spelling and grammar.

Use pictures in writing compositions.

Train pupils to correct grammatical errors.

Have pupils tell "why" and "wherefore" in Arithmetic.

Have substance of reading lessons given orally by pupils.

## TENNESSEE American Journal of Education.

W. F. SHROPSHIRE,..... Editor and Publisher  
RIVES, OBION COUNTY, TENN.

In future, all communications for the TENNESSEE AMERICAN JOURNAL OF EDUCATION, and all subscriptions must be sent to the Tennessee Editor, at Rives, Tenn. Parties failing to receive their paper promptly, will please notify us, and the matter will be attended to at once.

### COMPLIMENTARY THINGS.

WHY not, amid all the vice and crime which the daily papers seem determined to besmear us with, give place and voice to some of the better things which characterize our people and which ought to be noticed at home as well as abroad?

Mr. Thomas Bayley Potter, who has been making a tour of the United States, at a reception given him on his return said, when he left England last August the political and commercial horizon was all dark and gloomy. Therefore it was a great relief to him to find the scene which awaited him in

#### AMERICA.

There all was peace and prosperity, and he began once more to believe in the truth of humanity. He would advise all those who had the time and opportunity to visit the States, in order that they might find out and adopt everything that was good. The first thing that struck him in traveling in America was the

#### SOBRIETY

of the people. It was evident drunkenness had no hold there. Another trait in the character of the Americans was their extreme cleanliness. He paid a high compliment to the orderly manner in which the Americans conducted themselves in railway carriages and other means of communication. He had noticed with satisfaction the absence of

#### CLASS FEELING,

every man being equal, and no one thinking himself above another. Being a nation of workers they were the most formidable competitors in all industries in the world, and in this they were peculiarly successful, owing to their education. Having referred to the position which women occupied in America, especially in regard to the education of the young.

John Bright followed in a speech of great power showing not only great interest in but great familiarity with our Republic. He said :

"Allow me to point out one or two things about these United States which we are apt to forget. I should like to speak to you of its size. When we discuss expenditure we speak of millions, but 'millions' give very little idea of the immenseness of them. America—I can hardly make you understand what the extraordinary expanse of America is.

The United States—I exclude the territory called Alaska, which was bought some few years ago from Russia, and which is not very vast or fertile—contains about 3,000,000 of square miles, of which one half are suitable

for general agriculture; the other half is much more suitable for grazing, and a very large portion being mountainous and rocky it is probably not very good for agriculture of any kind.

You know that France is considered a rather big country in Europe—it is a great deal bigger than this country—but the United States would make fifteen times France, it would make fifteen times Germany, it would make twelve times Austria and twenty-five times Great Britain and Ireland.

There is the astounding fact that your countrymen have gone over to that continent and taken possession of a country twenty-five times as big as the country they have left behind them.

Mr. Potter says he only saw four drunken men in the United States, but he did not see the Emperor—[laughter and cheers]—or Empress, or King, or Queen, or Imperial or Royal Princes and Princesses. [Cheers.] These high dignitaries, to whom we pay such great and often well-deserved respect—[cheers]—were not to be found in that country—[cheers]—and I have no doubt that where men are intelligent enough and moral enough to sustain a Government like that they have in the United States, though there may be in some particulars great perils, yet on the whole the Government is one that is entitled to their entire confidence. ['Hear, hear.'] I think some one said they had no great army. [Cheers.] There are persons who come to this country from Germany, France and Russia who are surprised and perhaps delighted to find how few soldiers are to be seen in England compared with some of the European nations; but in America they now have a force of 25,000 men. It is not maintained for the purpose of war abroad—[cheer]—nor is it maintained for the purpose of suppressing liberty at home. [Cheers.] And yet there is no country in the world which is more

#### UNIVERSALLY RESPECTED

throughout the globe than the United States, and there is no country where, on the whole, the laws are better obeyed, and public order more constantly maintained. Another thing in which they differ from us well is, that they have almost no political treaties. [Cheers.] Washington, the

first great President, advised them to have no political treaties. 'Commercial treaties if you like—as much trade as you can—have with all countries.' They have not followed his advice in so much as I should like; but with regard to political treaties, in the main, they have followed his advice; and yet I believe there is no country with whom all other countries are more friendly at this moment than the United States. [Cheers.] They have no bishops in their Senate. [Laughter.]

I have no doubt there are people in this country who commiserate their position in that respect, but I don't. [Laughter and cheers.] They have not constructed a machine, mostly political and partly religious, in which the State bolsters up religion on con-

dition that religion will bolster up the State. [Laughter and cheers.] They have got no favored Government church or organization which lends to the crimes of monarchs and statesmen, sanctioned by the stimulated voice of God, an approval, and by which the voice of Christianity is demoralized and degraded. [Cheers.]

I have said also that they have no land monopoly and no system of law which is intended to maintain great families in the possession of vast estates. We have conferred upon these families great political powers, which may be used—and have been almost always used—in opposition to the true rights and interests and freedom of the people. [Cheers.] They have not preferred—as we have preferred in this country—to maintain a thousand great houses and great properties when we might have had hundreds of thousands of comfortable and

#### HAPPY HOMESTEADS

to adorn the land. [Cheers.] I spoke of France as a republic as the United States is a republic. If you have read history and considered it, you will find that the wars and extravagances of Louis XIV., and the profligacy of his successors laid the foundation of the French Republic, and you will find that the folly, the tyranny of George III. and his Ministers, and the perverse obstinacy of their majority in Parliament, laid the foundation of the North American republic. ['Hear, hear.]

I wonder whether it occurs ever to the crowned heads of Europe to think what will become of the policy they are now pursuing.

Everywhere government armies eat up the comforts of the people, and everywhere military exactions are becoming more and more unendurable—everywhere menaces, acts of warfare, extravagance and growing debt. These things create discontent, invite disorder and make insurrection almost certain—if it be not absolutely necessary—and lay the foundation of fundamental changes in States, such as we have witnessed in France and America."

Mr. Bright, in seconding a vote of thanks to the Mayor presiding, said he envied Mr. Potter what he had seen in the

#### NEW WORLD,

but he might say that although he had not been able to get over to the new country he had tried all his life to make the old country a little better living for. [Cheers.]

In some things he had met with success, but during the last four or five years they appeared to have been going back, but he did not believe the going back would last.

He did not despair of his countrymen, though he might despair of those who called themselves statesmen [cheers] and he was glad to say there had been more expression against this political immorality than he had ever known before, and from that, he argued, we were still making, on the whole, an advance, although it might appear for the moment that they were

going a little backward. This country, however, was not to be thrown back by a dozen gentlemen who called themselves statesmen, and who happened to have been raised to their position certainly more by a succession of accidents than by their own merits.

Superintendent Harris to Leave the St. Louis Schools.

AT the meeting of the St. Louis School Board, Jan. 18th, Superintendent W. T. Harris submitted his quarterly report for the first quarter of the present scholastic year, namely, the ten weeks ending November 14, 1879. The number of pupils enrolled during the quarter was 1,496 greater than the number enrolled during the first quarter of the last scholastic year, and the average daily attendance was 1,858 greater. The number of colored pupils increased 25 per cent. The number of teachers in the schools is 19 less than last year, owing to the adoption of the German-English plan. The Central High School has more pupils than ever before, the senior class alone numbering 94 scholars. The decrease in the number of pupils studying German is nearly 700, but there are still 20,128 scholars studying German out of a total of 38,485 scholars. During the quarter there were 1,292 cases of corporal punishment in the schools, and 85 discharges, 24 of the latter being for irregular attendance. The night schools numbered 4,292 pupils. The number of kindergarten teachers was 197, all but 47 of them being paid teachers. The average attendance was 4,509; the enrollment, 5,838. The number of kindergartens was 52. Children under six years old are admitted only to the Bates, Everett, Jefferson, O'Fallon and Hamilton kindergartens. The superintendent's report concluded as follows:

"Next May will complete my twelfth year in the office of superintendent and thirteen and one-half years as superintendent and assistant superintendent. The same date also completes my twenty-second year's connection with the schools under your charge. As it has been my intention to close my career with these schools at that time, I owe it to you as an act of courtesy to notify you in this manner that I shall not be a candidate again for the position I now hold, and to which I have been so many times elected by your kind partiality or by your patient forbearance. As my whole practical career since arriving at manhood has been spent in the St. Louis public schools, you can imagine better than I can find words to describe the feeling with which I shall part from them and you next May. I am conscious of a gradual but constant enfeeblement of health, which will not permit me to do what I conceive to be my duty by a school system which has grown from 15,000 pupils twelve years since to 50,000 the present year, and which deserves the ablest talents and most persistent industry on the part of its supervision."

The St. Louis *Globe-Democrat* of the 14th, comments editorially on this:

"School Superintendent Harris announces his determination to resign in May. This fact will be regretted by the friends of our public school system. Mr. Harris has been a most efficient and industrious officer, and has contributed more than any other man to the steady improvement in our schools and the increase of their facilities for popular education."

The *Missouri Republican* of the 15th, says:

"With the resignation of Mr. Harris the public schools of St. Louis will lose a superintendent of fine culture, singular devotedness to duty and great executive ability. The schools themselves are the best evidences of his success. No man could covet a more honorable monument; and there is perhaps no educator in the country whose retirement from active fields of labor will be more deeply felt or generally regretted."

The *Post-Dispatch* of the 15th, publishes the following interview, with the heading:

#### PROF. WM. T. HARRIS.

#### The Reasons in Full for His Resignation.

#### *He Wishes to Devote Himself More Closely to His Literary Labors.*

At the conclusion of his report to the School Board, last Tuesday, Superintendent William T. Harris announced that he would not be a candidate for re-election next May. This is a virtual resignation of the position of Superintendent of the Public Schools of St. Louis, for there was no doubt of his re-election. This was a surprise to the School Board and was read yesterday with surprise and regret by the teachers and all other persons interested in the welfare of the public schools. Prof. Harris has not only occupied a most prominent position in St. Louis as an educator, but he has been recognized as a leading man in his profession by the country at large. His fame is not circumscribed by the limits of any city or State, but extends to Europe, where he is well-known to thinkers and scholars. He has borne a prominent part in the marvelous growth of this city. He it is who has guided its educational development and progress while others have watched over its material and commercial interests, and that he should resolve to quit a position that he has long held with such distinguished ability and success is a matter of sincere regret to every lover of the city's good name and prosperity.

A reporter of the *Post-Dispatch* paid

**A VISIT TO PROF. HARRIS**  
yesterday at his residence, 1116 Second Carondelet avenue. He is looking better than usual, and greeted the reporter with his usual frankness and cordiality. Sitting down in a room adorned with some choice pieces of

statuary and rare old engravings, he proceeded to speak with entire freedom about his resignation. "I do not want much said about this," said he, "for it is not a matter of sufficient importance. I have not exactly resigned, I have simply notified the School Board that I will not be a candidate for re-election next May. I do not know that I would be elected Superintendent again, but thought it best to let the board know that I would not be a candidate."

"Did you state in full your reasons for not wishing to be re-elected?" asked the reporter.

"Oh, I suppose I gave all the reasons necessary. I have suffered much of late with a kind of dumb ague, and it incapacitates me for night work. It comes on me in the afternoon and leaves me in an enfeebled condition for the evening. I want, if possible, to get rid of it and I want to

#### TAKE A REST.

And then I believe the city is at the threshold of a new era. It is just now ready to enter upon a period of most wonderful growth and prosperity, and I do not feel able to do the work in the schools that would be expected of me. I think some other man should undertake the work, and I think he should commence now, with the beginning of this new era. I have gone through one era in the city's history. I have been Superintendent for over twelve years, and I have seen the number of children in the schools increase in that time from twelve thousand to fifty thousand. There is still a greater work to be done, and I think a new man should be called to do it."

"The people will be slow to believe that a fit man can be found to take your place," ventured the reporter.

"The Board will have no trouble in finding a good man. I know of half a dozen gentlemen now connected with the schools in this city who, as to education, natural ability and experience, would make Superintendents equal, if not superior, to any in the United States. I expect to have nothing whatever to do with the election of

#### MY SUCCESSOR

except to say that the Board will not have to go outside of the city to find a good man."

"It has been said, Professor, that one of your reasons for resigning is that you want to devote yourself more closely to your literary labors."

"It is true that I have some work on hand to which I hope to devote myself for a time after I am relieved of my present official duties. That, however, I shall soon complete, and then expect to go back to school work. I have been connected with schools now for about twenty-three years, and I expect to devote my life mainly to the cause of education."

"Will you continue to make your home in St. Louis?"

"Oh, yes; I have no expectation of leaving the city. I think St. Louis is going to be the most remarkable city on the continent. Its growth in the

past will not compare with its growth in the future. It is already the third largest manufacturing city in the Union, and the time is coming when it will be both a Philadelphia and a Pittsburg. Heretofore Eastern capital has sought investment in Chicago and other cities north of us, and we have labored under

**A GREAT DISADVANTAGE**  
in consequence of it, but now the New York capitalists have come to St. Louis and made her the center of the greatest railroad system known to the world. Outside capital will now be compelled to come here, and this will eventually be the leading city of America. No, no, I have no desire to leave St. Louis."

After some further general conversation the reporter bade the Professor good morning.

Mr. Harris is not disposed to reveal the nature of the literary work upon which he is engaged, but it is doubtless of a philosophical character, as he is known to have had his attention directed that way for several years. His philosophical writings in various journals and magazines have attracted much attention from the best minds of the present day, and a carefully prepared work by him will no doubt be hailed with the liveliest interest."

#### TEXAS.

**TEXAS** is already looming up into vast proportions commercially and intellectually, and drawing to herself a tide of immigration and wealth which will demand the wisest and best elements of legislation to control.

Schools of the highest grade will be needed—both public and private to prepare the people for the tide of prosperity setting thitherward.

A New York Syndicate representing a vast amount of capital have already signed a contract to push forward the

#### TEXAS AND PACIFIC RAILROAD.

Already there are three branches in operation or connecting directly with the

#### ST. LOUIS IRON MOUNTAIN & SOUTHERN RAILROAD

from Texarkana, on the Arkansas line, to Sherman, Texas, a distance of 154 miles; one from Junction to Marshall, Texas, sixty-eight miles, and the main line from Shreveport, La., to Fort Worth, Texas 222 miles. The road is also completed thirty miles west of Fort Worth, making a total of 474 miles.

This will, as we have before stated in this journal, bring about a new movement of the people into new regions; the occupation of a wilderness by farmers and miners; the building of cities; the establishment of potent industries; the certainty of speedy railway connection with the city of Mexico, and the consequent accession of trade for our merchants and manufacturers.

It is the avowed intention to connect the road at El Paso with the Texas system of railroads and with

**NEW ORLEANS,**  
which will be of great benefit to the whole Southwest, and will undoubtedly tend to restore to New Orleans her former dignity as a great shipping port.

There is some earnest talk in New Orleans about building the proposed road from that city to

**MARSHALL,**  
a distance of 336 miles, and this would place it in connection with the trans-continental line.

It is noticeable that the December returns of exports from the bureau of statistics place New Orleans second to New York in exports, New York's exports footling up \$32,350,522, and those of New Orleans \$12,343,382. A few railroads and the improvement of the Mississippi river will make New Orleans a second New York.

All of which facts go to show the necessity of so teaching

#### GEOGRAPHY

now-a-days as to connect it with the vital movements of our time or to so connect the vital movements of our time with this study as shall give our teachers and pupils and the people as well a grasp of the new duties and possibilities that surround them.

The old truism that "knowledge is power" gains a new significance in these days, for the ignorant man or woman stands but a poor chance and has but a poor show when mind power dominates so completely the industry, the legislation and the status of the people in every sphere of life.

Texas cannot afford to limit in any degree the schools of the State or the teachers, or their influence or work.

On the other hand she should speedily, and by every means possible, multiply the sources and instrumentalities for educating all her people, for in this she will find both her greatest prosperity and her greatest safety and happiness, as other States have done.

We hesitate somewhat to suggest to our teachers, who are now largely overworked, but with all that is taught there ought to be, it seems to us, some place made—if none is now provided—where every boy and girl before leaving school should learn how to write letters, how to address them, how to sign them.

So many parents there are who were obliged to leave school before they learned this, that the necessity for it is very pressing, and it would please parents and patrons greatly, if the children should be taught to do this.

Teachers themselves, many of them, in teaching this to others would learn how to do it better themselves, just as we always learn the value of every attainment better by imparting its worth and wealth to others.

Cannot all teachers give this suggestion a place and without further delay to this much needed thing?

ALL matter intended for publication in this journal must be in the hands of the printer by the 20th of the month preceding date of issue.

**ARKANSAS.**

THIS is the kind of work which is being done all over the State with very telling and permanent results too.

The Teachers' Institute held at Fort Smith was very largely attended and was the subject of constant conversation among the best people of the city and in the leading business places too.

Our prominent citizens were in attendance.

Misses Wheatly and Kelly, and Profs. Ladd, Parham, Greenup, Alexander and Huffington were on the programme.

They did excellent work.

It is the aim to leave none of the common school branches without a thorough handling.

Everything in the broad field of school teaching and tactics will receive attention.

Prof. Ladd's lecture on "Qualifications of Teachers" was replete with common sense, and embellished with apt illustration.

He has a large fund of choice illustration and humor which he uses with good judgment.

Every seat in Adelaide hall was filled last evening, and all the standing room occupied to hear Superintendent Denton's official address.

It was over two hours in length, but there was no break in the interest. It bristled with facts and sparkled with humor, and every proposition was buttressed with unanswerable arguments.

Our people never have been so thoroughly roused on the subject of education.

Let the good work go on all over the State.

**Southwest Missouri State Teachers' Association.**

THE second annual meeting of this organization was held at Springfield, Dec. 29—31. Over one hundred members were enrolled. Some of the counties sent up very large delegations, notably Newton, of which Neosho is the capital, with twenty live teachers. The meeting was in all respects successful and quite an improvement on the former meeting in the same place, though that was regarded as a decided success. The best spirit prevailed. The programme was very full and consequently the exercises were generally brief. But few of the speakers seemed to think that it would take at least twenty minutes for them to get "under way." Many of the papers presented, and the discussions, were of great interest and value, full of fresh, vigorous, suggestive thought, with a total absence of the dullness supposed to characterize the typical pedagogue. Among the best were the papers of Mrs. Milner, of Springfield, on "Teaching by Machinery," Prof. Mayfield, of Polk county, on "County Institutes," and Prof. Morris, of Lebanon, on "Educational Reforms," and addresses by Prof. Montgomery, of Ash Grove, and

Prof. Ormsby, of Carthage, on "Knowledge," and "Mind-awakening Power," as essential elements in the good teacher, Mr. F. A. Hall, principal of the preparatory department of Drury College, on the "Quincy New Departure," in education, and Prof. O. Brown, of Drury College, on the "Natural Order of Studies."

The audiences were large all the way through, notwithstanding the weather was villainous. The next meeting is to be held at Neosho, Dec. 28—30 1880. The members separated with a determination to work so as to bring out a much larger number of teachers at the next meeting. On the whole this meeting shows that the Association is arousing quite a general interest in educational matters all through the Southwest, and that great and lasting good may be expected to result from these annual gatherings. Professor J. M. Morris, of Lebanon is President for the next year.

**TEACHER.****KANSAS.**

TWO educational meetings were held during the holidays; one the S. E. Kansas Association, convened at Fort Scott on the evening of the 25th December, and adjourned on the 27th. The exercises were replete with interest and the discussions spirited and to the point.

Prof. Knowles, the President, was detained, and Prof. Quick, of Girard, filled the chair.

The Association adjourned after designating Independence as the place of meeting for next year, and electing M. C. Chidester of Parsons, President.

The teachers of S. E. Kansas are wide awake and doing their best. We met several men who will make themselves heard ere long. County Superintendent Lawhead, of Bourbon county, reports the schools as getting into first-class condition, and Lawhead certainly knows good schools; he is now serving his fifth term as County Superintendent of Bourbon county.

The meeting which convened at

**TOPEKA**

was largely composed of Institute conductors and their associates, and the main object of the meeting was to prepare a uniform series of exercises for use in the Normal Institutes throughout the State.

Largely attended from the first day, the interest did not flag until adjournment. All of the exercises were of a high order of merit, I believe that it would be difficult to find a more able, enthusiastic, attentive body of teachers than those attending the Institute of 1879.

Some of the exercises were of such a character that they would do credit to any one; among them may be cited the papers of Mr. Bishop, of Salina; Prof. Wheeler, of Ottawa; President Welch, of Emporia, and others.

Prof. Sheffield, of Atchison, gave a grand lesson on map-drawing, and showed how much might be done to

wards a right teaching of geography by a judicious use of

**OUTLINE MAPS,** and the carrying out of the principles involved in their construction.

Miss Lillian F. Hoxie, of Fort Scott, gave an exercise in Primary Geography, which charmed all who heard it. It must be a pleasure to be a pupil of Miss Hoxie.

At the Convention of County Superintendents much work was done and a general feeling was manifest that the Institute work must be done more thoroughly and in better shape next year.

In fact, each year we are better prepared to do this work, because we are continually educating our force of conductors up to right management and right methods; our home force is much better as a rule, for Institute work than those drawn from other States, because they have imbibed, as it were, the theory of the

**KANSAS NORMAL INSTITUTE,**

which is in so many points radically different from Institutes held elsewhere.

The committees on Course of Study for Normal Institutes, reported some modifications of the course prepared by State Superintendent Lemmon; these modifications were referred to the State Board of Education for further examination and a final report.

Among the leading educators present we noticed J. H. Lawhead of Fort Scott, J. H. Middaugh of Humboldt, Prof. P. J. Williams of Ottawa, J. C. Boyle of Marion Centre, Prof. Jno. Whenell of Paola, Prof. Crary of Hays, D. H. Thomas of Beloit, W. E. Cochran of Troy, Prof. Iles of Hiawatha, Prof. Knowles of Independence, County Superintendent Murdock of Johnson, Superintendent Boles of Lawrence, Superintendent Butterfield of Topeka, Superintendent Sherman of Wyandotte, Sheffield of Atchison, Jewett of Abilene, and Miss Reid and Miss Davis of Lawrence, Miss Ridgeway, Miss Wickard and many others whose names escaped your correspondent.

On the whole the work done by the Convention was eminently satisfactory, and I think every one left Topeka with the feeling that

**SUPERINTENDENT LEMMON** had done the right thing in inaugurating these meetings.

State Superintendent Lemmon has made an enviable record—earnest, industrious, energetic—springing into prominence from the ranks, passing through the different stages of school life from the district school up, he was thoroughly acquainted with the wants of the schools. He has accomplished much, but in fact he is only now beginning to do the work for the future; the past three years have been spent in getting things up to the level—now he is pushing on steadily and successfully.

We believe that nine-tenths of the teachers in the State desire Mr. Lemmon to be a candidate for re-election; at least such was the sentiment of the late Convention.

Hon. W. W. Walton, for many years the chief clerk in Mr. Lemmon's office, severed his connection on the 1st inst. Mr. Walton goes to Clay Centre, Kansas, having purchased interest in the *Clay County Republican*. Genial, affable, courteous "Wirt" is popular with every one. He is certain to succeed.

F. A. F.

**ILLINOIS WORKING UP.**

WE are glad to commend to the attention of teachers and parents the following suggestions on

**COMPARATIVE EXAMINATIONS.**

At the recent meeting of the Illinois State Teachers' Association, the results of the last Comparative Examination were placed on exhibition and a brief report thereon was presented by the committee. The Association voted to continue the examinations, but decided that this year the work should be confined entirely to the ungraded schools.

The examinations will be held on two consecutive Fridays, Feb. 20th and 27th. February 20th the schools will be examined in Arithmetic, Geography, and Language; and on the 27th in U. S. History, Common Things, Letter Writing, Penmanship and Spelling.

To facilitate binding and arranging for exhibition, all examination papers should be of uniform size. The committee recommend half sheets 8 1-2x11 inches with a margin on the first page of 1 1-4 inches on the left and 1-4 of an inch on the right, while on the second page the margin must be 1 1-4 inches on the right and 1-4 of an inch on the left, so that turning the sheet to write on the second page, it may be turned as the leaf of a book is turned, reversing the sides and not the ends. If printed heads are used, they should be arranged to embody the following:

Name \_\_\_\_\_ Dist. No. \_\_\_\_\_  
County. Age \_\_\_\_\_

Township. \_\_\_\_\_ Teacher.

All papers should be written with ink.

The questions for the examinations can be obtained by the teachers through their county superintendents.

Each teacher who reads this, if he decides that his school will attempt the examination, should please notify his county superintendent at once, in order that he may inform the State superintendent how many sets of questions will be needed in the county.

The questions will be printed and distributed to the schools free of charge, but all other expenses must be borne by the several schools. If the teachers will provide the paper, the cost need not exceed three cents for each pupil examined.

The papers should be forwarded to the county superintendent within a week after the examinations.

The teacher should place all the papers in the same study together, arranged in the order of merit, placing the best uppermost; for example, place all the arithmetic papers from the whole school together, the best

on top, the second best next, the third next, and so on.

The same with all other studies. This will enable the county superintendent to select such a per cent. of the best papers as he may choose without further examination.

*The papers should not be folded nor rolled.*

The county superintendent, assisted by a committee of his teachers, should examine, arrange and bind together the papers from his county, or such part of them as may be recommended by the committee, in some form convenient for exhibition. Copies of the examination questions should be bound in with the papers. Extra copies will be furnished to the county superintendent for this purpose.

Three annual examinations have now been held and, on the whole, have been found profitable. Not the least of the many advantages that have resulted from them is the fact that teachers are made to realize that their pupils need to be drilled in the art of expressing their thoughts clearly and accurately on paper. It is hoped that every county will be fully represented in the exhibit which is to be made at the next annual meeting of the State Teachers' Association. It is believed that all earnest teachers and superintendents have confidence enough in the character of their work and that of their pupils to be willing to have them participate in this examination, and thus show just what they can do.

County superintendents and teachers will confer a favor by seeing that the press throughout the State gives notice of the examination.

JOHN P. YODER, Danvers,  
R. WILLIAMS, Farm Ridge,  
S. B. HOOD, Sparta.

#### Committee.

These suggestions are as good for Missouri, Kansas, Texas, Arkansas, or any other State, as for Illinois.

#### LETTER WRITING.

CAN your pupils who are going to close their school term with you at this session, write, sign and properly address a letter of friendship or business? Suppose they practice a little in this direction and if deficient suppose they practice until they learn how to do this properly, so if they write a letter requiring an answer, they can sign it so as to get the answer if sent to them.

For instance, we get a letter signed "L. A. Smith," we answer it, at length, in ten days it is returned to us, we look over our correspondence and find the letter signed "L. A. Smith." We try it again and leave off "L. A. Smith, Esq." this time and write it plain "Mr. L. A. Smith." In a short time "L. A. Smith" writes us that a letter was sent, such a date, containing so much money to pay for the AMERICAN JOURNAL OF EDUCATION, but nothing has been heard from it. At the end of ten days the letter is returned again, and now we have two letters from "L. A. Smith" and we have written "L. A. Smith" two

letters and sent six copies of the JOURNAL as "L. A. Smith". wanted the subscription to commence at a certain date. All lost, letters, stamps, time, and JOURNALS, because "Miss L. A. Smith" had not been taught to sign her letter properly.

If "Miss L. A. Smith," or "Miss" any one else, writes a letter on business or friendship she should so sign it that when it is answered the letter can be properly directed. If a lady and her name is "Miss Laura A. Smith," and her address, "Templeton, West Va., she should give her full name and address.

Or if it is "Miss Lucy Ann Smith, Boltwood, Colorado," "Miss Lucy Ann Smith" should give her full address.

Or if it is "Lyman A. Smith, West Plains, Kas.," he should sign his full name.

When people receive from one hundred to one hundred and fifty letters a day, or when they receive one letter occasionally, it should be dated, the location written out in full, the day of the month, and the year. When finished, it should be properly signed with the full name, carefully folded, sealed up and properly directed.

Such letters will, under all ordinary circumstances, reach their destination and be promptly answered.

Try it!

#### THE GOLDEN SCEPTRE.

WHEN the mighty king bowed to Queen Esther, and extended the golden sceptre, she was assured of safety and kindness as in a pavilion of royal favor.

The sceptre is the emblem of sovereign power. It belongs in the hands of none but the ruler.

"Knowledge is power," says Lord Bacon, and it is true of the knowledge which is practical and useful in any and every business.

In this land of liberty the people are sovereign, and well-chosen, well-digested knowledge is the means of their power. It rests with teachers, and committees, trustees and—possibly, as a last resort—with parents, to choose what the children shall learn, or attempt to learn. Yet there must be a definite head to plan and engineer the campaign, or it will be clashing and self-destructive.

The State Superintendent is such a head, with power almost absolute in some directions; not as a King of Persia, or a Czar of Russia, but yet with only such power as the laws bestow on him, and the practical weaknesses of human nature in his subordinate officers all the way down, permit him to execute and exercise after all.

If any sceptre is golden, it is his. The most successful graduates of our public schools, and among them are included the High Schools, a fact which the older generation—fifty years old and upward—cannot yet see, and hear, and feel for themselves. In most cases, the graduates whose course has been most complete and the best pursued to completion—the generation now twenty years old and

upward to thirty—have a golden sceptre to wield, and are to accomplish as much more than any earlier generation could or did accomplish, in proportion as it has been developed to use its mental and moral resources more symmetrically. Children of the people, they will become the elevators and benefactors of the people, by improving the very schools in which their powers have been unfolded for the noble purpose of benefiting still more highly their younger brothers and sisters, in endless succession, rank beyond rank, as members of the vast brotherhood of men. These new and splendid generations, one after another, are to improve all institutions of society, government, religion and art; to adorn the new age with inventions and discoveries; to improve all the codes of law; to fraternize more completely with all good citizens.

The golden sceptre of knowledge is yet to banish ignorance, vice and crime.

L. W. HART.

#### WHAT CAN BE DONE!

WE beg leave to call the attention of the Board of education of St. Louis, to the following important communication:

Editors American Journal of Education:

GENTLEMEN:—There is one special difficulty connected with teaching in city schools, to which I would like to call the attention of our educators, through the medium of the JOURNAL. It is one which greatly hinders proper discipline and instruction, and lowers the moral tone of all the pupils.

I refer to the few difficult cases among pupils, found in almost every room. The stubborn, vicious, idle, incorrigible disorganizers. They can not be reached by ordinary means. The teacher's time, strength and vitality are, we might say, wasted upon those few pupils to the great detriment of the whole. Individual treatment patiently applied is what is needed and under ordinary circumstances this is impossible. Cannot some provision be made for the care of such pupils? Some kind of disciplinary school where they may be sent, to the great relief and benefit of the majority. Such schools are being established elsewhere, and I hope it may be seriously considered.

A. B. C.

St. Louis, Jan. 17 1880.

THE Times Courier of Harrisonville, Mo., publishes a glowing account of a school entertainment given under the direction of Prof. Thompson and his associates, and the pupils of the school there. It was so popular and created so much interest that it had to be repeated, and the second audience was larger, if possible, than the first.

These entertainments ought to be largely multiplied so the people can see what the teachers and pupils are doing. The Times Courier says:

"All in all it was one of the best entertainments that our citizens have

had the pleasure of witnessing for a long time. We hope the scholars both large and small will, together with their excellent teachers, conclude to give us another soon."

MULTIPLY reading clubs, literary entertainments, declamations, essays, all interspersed with good music.

An evening or two each week devoted to these exercises and entertainments in the country schools will not only greatly interest and benefit the pupils but the parents and tax-payers too.

They need to know what and how much our teachers are doing.

Let them see the results of your work and the work of their children at such exhibitions as indicated above, and they will be led to visit the schools oftener.

If the people could see the real hard, vital, permanent work which is being done in thousands of schools all over the State they would be more liberal and prompt in paying for these valuable services.

For the most part those who really know the least about what our teachers are doing have the most complaint to make.

Keep the people posted and you will keep them interested.

THE local county papers are not only very friendly but very helpful to the teachers.

They are pleased always to note the progress made by the pupils in the schools.

They are glad to say good things of the good work done by our teachers.

The "printed page" of the local newspaper finds its way, now-a-days, to almost every home and fireside.

Certainly no intelligent father or mother can afford to allow the children to grow up without a glimpse of this outside and out-of-sight world which the newspaper gives. Our teachers educate a constituency constantly which will demand this.

Use by all means the local papers to show the tax-payers what is being done in your school.

OUR teachers are doing vastly more and much better work than ever before.

It would be a good investment for the parents and patrons of the schools, both public and private, to spend a little time in looking into these schools.

They would be astonished and pleased at the progress which is being made.

More practical, more useful, more helpful to all, our teachers earn and deserve the best that can be said and done for them. This "boom" upwards in wheat and corn and iron and paper and everything else, ought without delay to reach the wages of this over-worked and underpaid class who are doing such valuable work in every community.

THE new school law for Missouri has been published and we hope will be distributed in time so that the provision for making "Estimates" for the schools may be complied with to the letter.

## Recent Literature.

FOOT-PRINTS OF VANISHED RACES IN THE MISSISSIPPI VALLEY; being an account of some of the monuments and relics of pre-historic races scattered over its surface, with suggestions as to their origin and uses. By A. Conant, A. M., Member of the St. Louis Academy of Sciences, and of the American Association for the Advancement of Science. St. Louis: Chancy R. Barnes. 1879.

In our origin we trace our descent to the inhabitants of Europe, and not to the aborigines of this country. This fact it is that has retarded the study of American antiquities.

If we were descendants from the Indians, or from the "Mound Builders" we should assuredly retain so much of their tastes and instincts as would lead us to take a sympathetic interest in the remains of their civilization and to interpret it in the light of the inherited propensities which we found in ourselves, just as we now understand and interpret the life of the ancient German tribes in the forests of northern Europe, or the life of the ancient Romans. It is only with the development of the science of ethnology that an interest has sprung up to investigate the remains of primitive, unhistoric people everywhere.

The manner of life among the first savages that lived on the earth, how they came gradually to invent a few simple arts (such as weaving, hut-building, cooking by means of fire, the manufacture of bows and arrows)—how they came at length to the use of metals, at first bronze and then iron—all these things have intense interest to the men devoted to pure science.

Science, in fact, knows nothing so humble as not to be worthy of patient investigation. The worms and bugs, vermin that infest our crops, are studied and not for economic reasons alone, or indeed chiefly. The most detached fragment of the universe is related to all the rest in such a close manner that the whole cannot be understood without it. It presupposes the rest and is explained through the rest.

Much more should man have interest for us. When bugs are studied for the sake of science, man ought certainly to possess great attractions for scientific investigations, hence the study of ethnology has taken its place in the foreground of studies in Natural History in our time.

Mr. Conant's book on the pre-historic races of the Mississippi Valley will meet a hospitable reception from a wide circle of readers, both on account of the intrinsic interest of the subject and on account of the ability of the author. Mr. Conant has devoted fifteen years of enthusiastic study to this subject. During vacations from professional duty he has explored in person most of the "foot-prints" which he has here described and illustrated for us. In this work we have sufficient evidence collected to establish the distinction of the "Mound-builders" from the Indians. Every year we are learning more about those mysterious "Pueblos" or village dwellings: structures that rose from the plain in a series of terraces, each terrace being of the height of a single story, so that some of the largest of these "communal" houses were five stories high in the highest parts. They were made of adobe brick (like the tower of Babel?) or in some cases of sandstone. Whole communities or tribes dwelt in such houses and each one would provide shelter for a thousand or even five thousand people in its numerous apartments—there being from one hundred to six hundred rooms

of the size of fourteen by eight feet and ten feet high.

The country of New Mexico abounds in these communal houses. It happens that they were first described in our day by one of our own citizens,—General J. H. Simpson, (then Lieut. Simpson)—in his report of an expedition into the Navajo country, in 1849. This was shortly after the United States came into possession of this region by the treaty which closed the Mexican war. The Seven Cities of Cibola, against which the Spanish General Coronado conducted an expedition in 1540-2, is supposed to be this collection of houses described by General Simpson. It is located a hundred miles or less to the northwest of Santa Fe. The Toltecs and Aztecs of Mexico as discovered by Cortez, were the same people as the builders of the "Pueblos" and the same people as the "Mound-builders"—at least such is the prevailing opinion.

We are grateful to our fellow citizen, Mr. Conant, for his valuable contribution to American archeology and especially for what he has done personally to save for science the relics that were found in our vicinity, but have been rapidly disappearing under the ruthless treatment of vandal settlers and municipal requirements.

THE YOUNGER EDDA: also called Snorre's Edda, or the Prose Edda. An English version of the Foreword; the Fooling of Gylfe, the After-word; Brage's talk, the After-word to Brage's talk, and the important passages in the poetical dictation (*Skaldskaparmal*), with an Introduction, Notes, Vocabulary, and Index. By Rasmus B. Anderson, Professor of the Scandinavian Languages in the University of Wisconsin, Author of "American not discovered by Columbus," "Norse Mythology," "Den Norske Maalsag," "Viking Tales of the North," etc. Chicago: S. C. Griggs & Co. London: Truebner & Co. 1880. For sale by Book and News Co.

The earlier labors of Professor Anderson gave evidence by their singular enthusiasm that we might soon hope to have the remains of Norse mythology presented to us in a worthy manner. In each new undertaking he has exhibited a commendable progress over his previous one, and we see at a glance that this gift of the Younger Edda in English, is by far the most precious of his labors. Later, we shall still hope for a translation of the Elder Edda, with elucidation in the way of notes philological and literary, giving us the best results of the studies in the realm of comparative mythology. We must not forget that it is all the more a work to be received with personal gratitude towards Professor Anderson, by reason of the fact that he devotes the few hours of leisure that he can spare from a laborious vocation, to this work of bringing to us the stores of Norse antiquity.

In the preface to this volume our author outlines the story of the beginning of things as the old Norse Skald conceived it. "In the beginning, before the heaven and the earth and the sea were created, the great abyss Ginnungagap [yawning abyss] was without form and void, and the spirit of Fimbultyr moved upon the face of the deep, until the ice-cold river, the Elivogs, flowing from Niflheim, came in contact with the dazzling flames from Muspelheim. This was before chaos."

"And Fimbultyr said: Let the melted drops of vapor quicken into life, and the giant Ymer was born in the midst of Ginnungagap. He was not a god, but the father of all the race of evil giants. This was chaos."

"And Fimbultyr said: Let Ymer be slain and let order be established. And

straightway Odia and his brothers—the bright sons of Bure—gave Ymer a mortal wound, and from his body they made the universe; from his flesh the earth; from his blood the sea; from his bones the rocks; from his hair the trees; from his skull the vaulted heavens; from his eyebrows the bulwark called Midgard. And the gods formed man and woman in their own image of two trees, and breathed into them the breath of life. Ask and Embla became living souls, and they received a garden in Midgard as a dwelling place for themselves and their children until the end of time. This was *Cosmos*."

In this statement of "The outlines of the Teutonic religion," which Professor Anderson assures us were "The doctrines established by Odin among our ancestors, —thus do we find it recorded in the Eddas of Iceland," there is an intentional imitation of the style and manner of statement found in the English version of the first chapter of Genesis. While it is an ingenious hypothesis to assume that the unnamed new god, hinted in three or four passages of the Elder Edda, is the same as Fimbultyr who is alluded to in the 58th stanza of the Vala's song as the god of runes ("ok fimbultyr fornar runar") and hence as Odin himself, yet it must be remembered that it is only hypothesis, and not a clear-spoken result of the doctrines of the Edda. "Fimbultyr" signifies the chief god and is not applied to the mighty new god who comes after the destruction of the old world and all the old gods at the Ragnarok. Professor Anderson boldly interpolates this missing link, and says: after the twilight of the gods "Comes the mighty Fimbultyr, the god who is from everlasting to everlasting; the god whom the Edda skald dared not name. The god of gods comes to the asas. He comes to the great judgment and gathers all the good into Gimle to dwell there forever, and evermore delights enjoy."

In the song of the Vala, (stanza 63, "Tha kemr hinn riki a regindom") this unknown mighty one is first mentioned; again in the Vafthrudnismal where Odin asks of the giant Gagrathr what it was that Odin whispered in the ear of his son Baldr, when he bore him to the funeral pile ("Hvat maeitl Othin, athr a bal stigi, sialfr i eyra syni?") it is suggested (by Professor Herrmann Luening in his excellent edition of the Edda) that the words whispered were a prophecy of the downfall of the asas or else the name of the unknown god who should come after the downfall; two other passages (Grimnismal Stanza 48 "elnu nafni hetum aldrregi") it is translated to mean that he alludes to "one name that I never have borne"—and in the Hyndluliod Stanza 41, "Tha kemr annarr enn matkari" a clear allusion) hint concerning this unknown deity that is to establish a new order of things.

The style and manner of the description of creation in Genesis implies too much, when it is used to present the facts of the old Norse theogony and cosmogony. This, however, is not to be used against Professor Anderson's book which is certainly a great treasure of information and suggestion regarding the beginnings of our Teutonic race. The first poetry of our ancestors, their heroism, their ethical thoughts, their theory of the world,—all these things may be learned in this Younger Edda, together with much more relative to the probable migration north-westward of the Scythian nomads to Sweden in the times of the Mithridatic war, Odin being the pioneer whose deeds are transfigured into myths and preserved in this mythology.

We may quote with hearty assent the closing words of our author's preface: "The son must not squander, but husband wisely what his father has accumulated. The race must cherish and hold fast and add to the thought that the past has bequeathed to it. Thus does it grow greater and richer with each new generation. The past is the mirror that reflects the future."

The public will return thanks to Messrs. Griggs & Co. for the excellent manner in which they have presented this valuable addition to Norse literature, for which they have done so much already.

W. T. H.

SHORT HISTORY OF FRANCE. For young people. By Miss E. S. Kirkland, author of "Six Little Cooks" and "Dora's Housekeeping." 12 mo. cloth, price \$1.50. Chicago: Jansen, McClurg & Co.

This is a sparkling history of a sunny land, whose story for 1000 years seems made expressly for the young folks of the Republic. It is all there, in these 400 pages of interesting narrative; and it reads more like a romance than what it is—a conscientious chronicle of actual occurrences.

Early in the book on page 8 the author says: "Let me advise the young student always to have a map open before him while reading history. This will fix in his mind the situation of different places and help him to make a sort of picture for himself of what is going on." Following this advice we indeed found every page so interesting we were loth to leave a single one unread.

It is a record starting before the time of Christ, and is brought down to the date of the third Republic or about 1870 with a full list of the kings from Clovis to Louis Philippe.

One comes the better to appreciate the order and quiet and safety of our own time and country when we read that during the "Reign of Terror one thousand four hundred were executed in Paris in the six weeks that preceded Robespierre's death. Every one lived in a state of terrified apprehension; a knock at the door, the sound of a bell, seemed a summons to the guillotine."

France is now a wonderfully prosperous country as a republic, and the author wisely concludes that now her honor and glory well be real—because it will be the honor and glory of God and humanity.

The work is beautifully printed on tinted paper and is well bound, and we are not surprised that Jansen, McClurg & Co. are praised for both the style and matter. It is good for a text book and good for a private library, and the author wisely dedicates it to that wide circle included in "all my pupils, past, present and future."

AFTER the numerous discussions of Mr. Edison's Electric Light, it will be interesting to see exactly what claims for it Mr. Edison himself is willing to endorse. A paper is announced to appear in the Midwinter Scribner by Mr. Edison's mathematician and assistant, Mr. Francis R. Upton, which, besides the writer's intimate connection with the invention itself, has the further voucher of a letter from Mr. Edison certifying that it is "the first correct and authoritative account." It is said that the paper will contain much that has not and will not be elsewhere published.

ELIZABETH STUART PHELPS will also contribute a story to the February *St. Nicholas*. The same number will contain two new poems by Tennyson.

THE U. S. Official Postal Guide for Jan. 1880, makes a book of about 650 pages, containing many features which render it indispensable to all who wish clear and accurate information about all matters connected with the postal service. It contains alphabetical lists—

1. Of all post offices in the United States, with county and State.
2. Of post offices arranged by States.
3. Of post offices arranged by States and counties, with the geographical position of the counties.
4. Of the money-order offices, Domestic and international.
5. Of post offices of the first, second and third class, with salaries.
6. Of counties, and a list of letter-carrier offices.
7. Of Canadian money-order offices.

Information about mailable matter. Full directions about money-orders and registered letters.

Rates of foreign and domestic postage. Sailing of mail steamers.

Latest rulings of the P. O. Department. All needed information about postal matters.

All these make the January number indispensable to business men, and to all who use the post office to any considerable extent.

Price in paper, \$1.00; in cloth, \$1.50. Can be procured of postmasters, booksellers and news dealers, or of the publishers, Houghton, Osgood & Co., Boston, Mass.

**STUDIES IN GERMAN LITERATURE;** by Bayard Taylor. With an Introduction by George H. Boker. New York: G. P. Putnam's Sons; 1879. For sale by Book and News Co.

It seems that Mr. Taylor had prepared this course of lectures for delivery before the students of Cornell University, in which institution he held an honorary professorship, and that he intended them as an introduction to the literature of Germany. His acknowledged great power in presenting with clearness his theme, is conspicuous throughout this work. In his earlier days, when he was merely a newspaper correspondent, Bayard Taylor was only an intensely interesting essayist for the hour—his works possessing only a transient significance. No one called him deep. But in his last years, he had won a high place in the realm of pure literature, by a life of diligence and of devotion to the best works of genius. His translation of Faust is the best English rendering of that greatest poem of our century. Its notes show that the translator knew and understood the best words on the subject.

In the present volume, the reader will find of especial value the chapters on Goethe's "Faust," and Richter.

Bayard Taylor will have this to honor his memory: that he did more than any one in his lifetime to defend Goethe from the attacks of Philistines who were continually praising Goethe's weakest and most shallow—his least reflective and most external—productions and dissuading others from the study of his ripest and wisest works. Such men as George Henry Lewes have taken possession of Goethe, and have diverted public attention from the Wilhelm Meister's Travels, from the Second Part of "Faust," from his Theory of Colors, and from his aphorisms on science. The consequence is a dismal one. The greatest seer of his century is regarded only as a mere strolling player, or, at best, as a poetic caterer for the amusement of the public, and his seership is totally obscured. It is a fearful thing to see men with pretensions to literary cul-

ture spreading this opinion of the worthlessness of Goethe's deepest writings. They would have no Dante's *Divina Commedia*; no symbolic or allegoric element in literature. "What is woven of symbols, hieroglyphics, mystifications (like Goethe's *Märchen*), is only a solemn piece of inanity, on which a man of Goethe's powers should never have wasted his time." Yea, verily, literature should not be a clothing of that which is infinite, and thus its sensuous presentation to us, but it should be purely and throughout sensuous, a rag-baby—clothing and cloth-wraps to the very centre. And to this the great army of Philistines cry "Amen."

But we had intended merely to quote a few sentences from the chapter of Bayard Taylor from Goethe's "Faust":

"There are a few poetic works which possess an immortal vitality—which so represent the actions and the characters of men, the problems of human nature, on the mysteries of human life, that their interest never grows old, their value never diminishes. The "Iliad" of Homer, Dante's "Divina Commedia," Shakespeare's "Hamlet" and "Othello," and Goethe's "Faust" belong to this class. Works like these were never produced simply through the voluntary action of the mind: they grew by an inevitable law, attracting to them the best creative intelligence of the poet, and, when completed, were greater than he himself could know; for he stood too near them to measure their proportions.

"The truth that is in them being of no time and no country, only touches the highest intelligences at first, and is then slowly transmitted to still wider and wider circles. Goethe's long and vigorous life enabled him to watch the impression which the First Part of "Faust" gradually produced upon the world; but the Second Part, only a small portion of which was published before his death, is not yet fully understood and valued as it should be, even by the most cultivated thinkers. Students of the German language are at this day dissuaded from reading it on the ground that it is incomprehensible; and the completion of his sublime plan is charged against the author as the weak mistake of his old age.

"When we have learned Goethe's plan, we also perceive the great difficulties connected with its execution. We may regret that portions of the work were so long delayed, but we are very grateful that it was not allowed to remain a fragment. The Second Part is only obscure in some of its details: one clear and easily-traced design runs through it, and the close in solution of that which is unsolved in the First Part.

"In the First Part the evolution of the great plan is only commenced: the riddle has not even approached its explanation. Of all the usual experiences of men, Faust has only been drawn to love, but love so intermixed with conscience and remorse, that the happy moment has not yet blessed him. The compact with Mephistopheles still holds: he has not won his wager, although we may guess he thinks so.

"After the compact was made, he says to Faust, 'We will first see the little and then the great world.' By the 'little world' he means the individual experience of the emotions and passions of human nature; and this is the reason why Faust was made young again by the magic draught in the witches' kitchen. By the 'great world' he means the experience of a life moving on a broad field of activity, among men, and in stations where its influence will be felt by thousands or mil-

lions of the race. In this greater world, Mephistopheles has every opportunity to display his evil talent and to annihilate the germs of good which baffle him in Faust's nature. The Second Part is therefore wholly different in its character. It is crowded with characters, and its events are displayed on a grand stage—so grand, indeed, that Goethe was forced to introduce the element of allegory, and make single persons typify whole classes of society."

These thoughtful suggestions may be taken under consideration. In his chapter on Jean Paul Mr. Taylor is quite successful in explaining his positive and negative significance.

We wish these "Studies" a large circulation and careful perusal by the public.

W. T. H.

**MIDWINTER MAGAZINES.**—*Scribner's and St. Nicholas* for February will be especially attractive and interesting numbers. They announce that the author of "That Lass o' Lowrie's" will contribute to the *St. Nicholas* a story called "Editha's Burglar," which is announced as one of the very best short stories ever written by Mrs. Burnett. Though written specially for children, it will the editors say, interest old and young alike by its plot, descriptions and dialogue. A little girl's interview with a burglar is made the chief theme, and some idea of the interest of the conversation may be gleaned from the fact that among the favors which she asked are these: "If you're going to burgle, won't you burgle quietly?" and, "If you'd let me know your name and address I'm sure papa would aid you to some other profession." The burglar happens to be a good-natured fellow, and only gives to the latter proposition the disappointing answer: "To think o' me a forgettin' my card-case, an' a leavin' it on the planner when I come out! I might hav' known I'd a wanted it!"

In the *North American Review* for February the first article is by Cardinal Manning and treats of the relations of the Roman Catholic Church to modern society. The eminent author does not undertake to discuss the broad question of the relations of the Church to the State in general—whether the one is subordinate to the other—but simply essays to determine "what can be and what ought to be the relations between the Church in the nineteenth century and the political society of the world in the nineteenth century."

Ex-Senator Howe contributes a pungent article entitled "The Third Term."

George Augustus Sala contributes an entertaining article entitled "Now and Then in America."

The book notices of this number of the *Review* are from the pen of H. W. Hazelton.

The *Review* is for sale by booksellers and newsdealers generally.

D. Appleton & Co., Publishers, New York.

The success of recent numbers of "Scribner" has been so marked that the edition of the February number has been placed at 125,000. This number will contain the first part of Eugene Schuyler's illustrated life of Peter the Great, which is said to be graphic and interesting to an unusual degree; also Mrs. Burnett's new story, "Louisiana," which will present some strong contrasts of character.

Encourage pupils to tell what they have read.

**THE ATLANTIC MONTHLY SUPPLEMENT** for February furnishes a rare treat to those who were so unfortunate as to be absent from the breakfast at the Hotel Brunswick in Boston in honor of the seventieth birth of Oliver Wendell Holmes.

Perhaps we lose some of the flavor of the occasion in its transportation thither to us west of the Mississippi—but we are very thankful for what we do get, and that so much was so well preserved, and that "host that no man can number" whose lives have been enriched by the wit and wisdom of "The Autocrat of the Breakfast Table" the continent over, join even now in the sentiment offered:

"O King! live forever!"

The *Atlantic* misses something to be sure in being published off at one side so far from the center of the continent but it has done very well in the main—we speak from close and continued personal observation—as we have never missed reading it from its first issue down to February 1880.

It is a little erratic in some of its departments now and then, but when it has grown so it can see over the Alleghany Mountains it will doubtless correct some of its notions on "Education." It will help its rather callow condition on this subject by reading what "Tax Payer" says on page 6 of this issue.

We thought last year that *Wide Awake* was about as good as genius, wit, wisdom and money could make it—but so far this year it is even better than last. Enlarged and improved it is wiser and better and more witty and more interesting than ever before.

Send to D. Lothrop & Co., Boston.

A PAPER ON "The Disadvantages of City Boys," by Rev. Washington Gladden, of Springfield, Mass., is announced for an early number of "St. Nicholas." The article is said to be based entirely on personal statistics gathered from a hundred prominent business men concerning their surroundings, habits of life, etc., during boyhood. The statements thus collected will, it is announced, exhibit a remarkable showing of the "Disadvantages of City Boys," and enforce strongly the author's hints toward a successful life. The paper, moreover, is addressed directly to the boys themselves.

*Good Company* for January has this sensible and true thing to say of

#### OUR PUBLIC SCHOOLS.

The public school system is not perfect, but it is on the right basis, and it will be maintained.

It is for the benefit of the whole people and the burden of its maintenance will rest upon the whole people.

Any corporation may have a private watchman, but the fact that the company chooses to protect its own property in this way is no sufficient reason why it should not be taxed for the support of the police.

Any citizen may lay out a boulevard on his private premises, for his own peculiar use; but the community will not therefore release him from bearing his portion of the expense of keeping the public roads in order.

Any religious denomination may establish a system of sectarian schools; but there will still be abundant reasons why the public schools should be maintained, and why all citizens should be taxed for their maintenance.

You repeat your best thought as many times as "the printed page" is read, when you use the columns of the local paper to impress and inspire the people.

We desire to call special attention to the advertisement of D. M. Ferry & Co., Detroit, Mich., which appears in our columns. They are one of the largest and most reliable firms engaged in the seed business in the United States and their seeds have justly earned great popularity by always being fresh and just what they are represented to be. Our readers will do well to avail themselves of their offer to send their beautiful Seed Annual free to all wishing to purchase seeds.

#### MISSOURI.

##### Official Department.

[It will be the plan of this department to render decisions upon such points as are raised, from time to time, by correspondents, and which seem to be of immediate use. Some decisions will be brief statements of law, without argument. If not fully understood, they will be amplified on request.

In all questions of difficult construction, or such as involve intricate legal points, the opinion of the Attorney General will be obtained.—R. D. S.]

TO COUNTY CLERKS AND COMMISSIONERS. Gentlemen :

I would again recommend the AMERICAN JOURNAL OF EDUCATION to your careful attention. I shall labor to make the official department furnish as clear and concise expositions of the difficult features of our intricate school law as possible. By taking the paper you will not only have answers to questions you may ask, in a convenient and permanent form, but you will also get the benefit of answers to many other correspondents, and become more familiar with the plans of the school system and the workings of the department.

If you should persuade every teacher and every school board in your county not now subscribers, to take and read it, you would thereby save yourselves much annoyance and unnecessary labor. Indeed, it was for this purpose, and to secure better results in managing our schools, and securing correct reports, (which every expedient so far adopted by you or myself has failed to secure) that I became an editor of the JOURNAL. I desire to help you, and thus enable you to assist me more effectually. I desire that our work shall be entirely harmonious and co-operative, and hence I desire to meet you often, in correspondence.

In addition to mere explanations of law and decisions, I intend that the official department shall contain directions as to how to make reports, &c., and be the means of communicating home educational news to every county.

I trust, then, that you will freely ask for explanations of doubtful or difficult questions, and furnish me information of institutes held in your county, or of other interesting facts.

Please write all communications intended for notice in the JOURNAL, on a separate sheet of paper from that containing other matter. Very respectfully,

R. D. SHANNON, State Supt.

**ORGANS** retail price \$230 only \$65. Pianos, retail price, \$510, only \$125. Great bargains. BEATTY, Washington, N. J.

"The Prince Among Magazines." N. Y. Observer.



Browning, and many others, are represented in the pages of

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#### EXTRA OFFER FOR 1880.

To all new subscribers for 1880, will be sent gratis the last six numbers of 1879, containing with other valuable matter, the first chapters of "HE WHO WILL NOT WHEN HE MAY," a new story by Mrs. Oliphant, now appearing in the LIVING AGE from advance sheets.

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# IMPORTANT SUGGESTIONS TO SCHOOL OFFICERS.

There is a growing conviction on the part of parents, school officers, teachers, and all patrons of our schools, that PROPERLY CONSTRUCTED SEATS AND DESKS are an absolute NECESSITY in every school house. Not only comfort, but the HEALTH of the pupils demand this.

Provision should be made for the SEATS AND DESKS in building a school house, and for

## BLACKBOARDS,

As much as for the floor or roof of the building. The best time to order the desks and seats needed,—that you may be SURE to have them ON HAND,—is to order THE DAY THE FOUNDATION FOR THE BUILDING IS LAID.

We again call attention to this matter thus early and specifically, because we have found in an experience extending over more than TWENTY YEARS, that in furnishing school houses great trouble and annoyance has been caused by the DELAY on the part of those whose duty it was to order seats and desks. SIXTY DAYS should be given to get out the order and get it to its destination, to insure its being ON HAND and SET UP in the school house when you need it. It takes from \$75,000 to \$100,000 to keep up a full stock of the varieties, sizes and styles of school desks I manufacture, and there is no profit in the business to warrant such an outlay of money.

We have known the school directors, whose duty it is to provide these things, to DELAY ordering the SEATS AND DESKS until within a week of the time when the school was to commence. Then the rush of freight was so great that the desks and seats have lain in the depot a week or more before starting to their destination—the teacher hired—the pupils present—but nothing could be done, as there WERE NO SEATS TO USE—and the school became demoralized for weeks, because the seats and desks were not

### ORDERED IN TIME

To have them in the house and set up before the school opened.

We repeat, orders should be given at least SIXTY DAYS before the desks will be wanted—and we write this, to aid at least this year, in avoiding the trouble and disappointment those who neglect to order in time will experience.

This delay and trouble can be avoided if the school officers will order the desks when the FOUNDATION OF THE BUILDING IS LAID.

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To consider is this: and the FACTS should be laid before the people for consideration at the annual meeting.

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